As is well known, under every system of Parliamentary procedure, the Press is admitted into the House as a matter of courtesy and not as a matter of right ; and, so long as the representatives of the Press are present in the House, they are so present on the invitation of the person presiding. Therefore it is that what are called permits are being granted to the representatives of the Press.

It is equally well known that every Legislature very carefully guards its own dignity and privileges. One of such privileges is the publication of the proceedings in the manner and to the extent to which the House decides to publish them. It is open to any House, and to the Chairman or the President, to say that a particular day's proceedings shall not be published in the Press ; and it is the etiquette and the practice of the Press to respect that privilege of the House, apart from all questions of legal rights and obligations.

That being the case, it was very unfortunate that a highly reputed paper like the Malayala Manorama should have published proceedings which were expunged by a ruling of the Chair. I wish to state definitely that it is within the prerogative and the jurisdiction of the Legislature and of the President acting as the spokesman and custodian of the rights and privileges of this House, to enforce respect for and obedience to the rulings of the chair and the decisions of the House.

The present instance is probably a case of first impression. I have given this warning ; and I feel sure that the Press of the State will respect this ruling and act in accordance with its spirit.

## VOTING OF DEMANDS FOR GRANTS—(contd.)

### DEMAND III—EDUCATION DEPARTMENT EXCLUDING TRAVANCORE UNIVERSITY AND ALL INDIA ORIENTAL CONFERENCE CONCLUDED.

**Mr. Kottoor Kunjukrishna Pillai :** Sir, I was at the question of the status and emoluments of employees of private schools as compared with those of the employees of the departmental schools. Sir, they all do the same kind of responsible work ; still, there is very great disparity in their emoluments. While fully sympathising with the sentiments expressed by the honourable member Mr. Kuruvilla that the private schools should be given more liberal grants and thereby enabled to give better remuneration to their staff, I cannot for a moment forget the fact that, in Travancore, many of the private schools are denominational schools over which the Government do not seem to have sufficient control especially in the matter of recruiting hands for those schools. The results in the examinations may be on the whole better in the private schools than in the Government schools That does not necessarily

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mean that all is well with the private schools. Certainly, the Government schools are far from satisfactory. I would urge that the Government should first exercise greater control with regard to the recruitment, emoluments, prospects and permanency of tenure of the employees of the private schools, and then think of treating the private schools on a par with departmental schools. Certainly some adjustments can be made by which the pay of the Government school teachers may be scaled down and the pay of the private school teachers may be raised.

I fully agree that honest managements, efficient managements should be given encouragement. Those that show a deficit, in their budgets, caused by reduction in the strength on account of inefficiency of the staff, should not be encouraged. In fact, I am fully aware that honest managements are now at a disadvantage. I fully agree with Mr. Kuruvilla in that respect also. I quite agree with the dictum laid down by the honourable member who has such a wide experience of educational matters, that, in education at least we should not be communal, we should rise above the so called principle of communalism. I fully endorse that view. But that must be accomplished in the private schools also.

The deplorable condition of primary and secondary education has been pointed out and the argument was advanced that only after you build up every primary school substantially, only after you floor them up with marbles that you should consider the question of higher education. Sir, I have heard people saying that one must first of all look to his own selfish interest, then take up his family, then consider the affairs of his taluk, and then his country. Sir, human life is not long enough for this compartmental process. It is absolutely impossible to think of perfection at every stage and to wait for further progress till such perfection is reached. Sir, if you neglect higher education till you are able to attain absolute perfection at the primary stage, where are you going to find the required number of efficient hands for teaching the pupils of the primary schools? (Mr. C. V. Chandrasekharan: *Special University Officer, Hear, hear.*) Sir, I fear much lip sympathy has been wasted on these primary schools. I think it is foolish to suggest that all the colleges must be abolished and to argue in the same breath that only Travancoreans should be appointed as teachers in all our schools. I think it is not quite possible to give the necessary vocational bias to secondary education so that all pupils will not indiscriminately go forward to the colleges, but will branch off as and when occasions arise under the present arrangement. That, certainly, may not be quite possible so long as you have not got the

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[Mr. Kottur Kunjukrishna Pillai].

full control over your educational policy, and that is now dictated to you by the Madras University. That is the very reason why we want to have the education in such a progressive State as Travancore completely in our hands. We cannot wait till all the provinces in British India get enlightened and allow them to shape their policy with their totally different stage of development. We have to progress ahead. A State like Travancore will have special needs, special circumstances, special average in literacy and special methods will have to be adopted to suit our conditions. All this will be impossible without a complete control over the educational policy. It will be more difficult Sir, after federation because education becomes a central subject and any change in education can be made only with the concurrence of the federal authorities under an order known as the adaptation of Indian law of 1937 by virtue of Section 293 of the Government of India act—which says that all the Universities will have to adopt changes in accordance with the changes effected in regard to education in the federal statute regarding the subject. If the policy of education in colleges is changed by the central authority it can be done only with the concurrence of the federal Legislature. How much influence we will be able to wield to make prominent our special needs is well known. Our representation and our number in the federal Legislature is well known and it is likely that we will always be overwhelmed. Therefore I think Sir, that in the interests of Travancore, in the interests of Primary and secondary education in Travancore, as well and in the interest of the special needs and requirements of Travancore it is absolutely necessary, nay inevitable, that we should have a completely free educational system and the educational system of the State as a whole can be improved only if it is reformed not only in the primary stage or secondry stage but from top to bottom. With these words, Sir, I resume my seat.

**Mr. N. Abdul Rahiman Sahib:** Sir, the percentage of Muslims under instruction to the population of Muslims is only 5 9 and the number of Muslims under instruction in 1098 was 14,607 and in 1107 it was 21,800 only. It is clear from these figures that the rate of increase has been very slow on an average of only 650 per year. The percentage of literates above 5 years old to the population in the Muslim community is 30·4. It is also evident from this Sir, that so far as this community is concerned more than 60 per cent still require to be brought under instruction The Education Reforms Committee has made a thorough study of the educational system of the country. After examining the position of Muslims educationally they say that the slow progress made by the Muslims in regard to education justifies further encouragement and

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that everything possible must be done to improve the educational condition of the Muslims. The Committee was presided over by no less a person than Mr. R. M. Statham who with his wide experience in the field of education had certified to the effect that the Muslim community labours under serious disabilities. It is also well known to you, Sir more than anyone else, that the community labours under very serious handicaps. To start with, there is the difficulty of studying Arabic one of the most difficult languages and because of want of facilities for studying Arabic, the Muslim students were rather reluctant to go to school. It is as a result of these considerations and also owing to certain historical and political reasons that certain concessions were given to Muslims. These concessions served as an incentive for them to seek education. It was in the year 1919 that a G. O. was issued allowing certain concessions to Muslims according to which 2 scholarships in colleges and a few in schools were given to Muslims. Consequently, step by step and stage, by stage gradual progress was made by the Muslims. But the advantages of these concessions were not fully utilised and we are only still gradually realising them. It is at that time that the fee concession question has been revised and now various restrictions are placed in the matter of granting fee concessions. Of course it is clear from the new rules, that Muslim students will be given fee concessions, "provided they are poor". But it is in the practical application of this rule that difficulties are experienced. After these rules have appeared in the Gazette, hardly a day has passed without some student or other going to me for certificate of poverty. Of course headmasters and headmistresses are given the discretion to allow concessions. But what is the condition of the average Muslim student. There is an erroneous impression that Muslims are wealthy and that they can afford to pay. But the vast majority of the students, I submit, are poor. The rich people are rather indifferent to the children studying and they seldom come up. It is the condition of the average poor students that we have to take into account. What do we find? Of course, the Tahsildar also is given the power to issue certificates, but imagine the condition of a student who seeks to secure a certificate of poverty from an officer or Tahsildar. The officer or Tahsildar who does not know the financial condition of the parents of the student will be rather unwilling to issue a certificate of poverty and the burden of proof of poverty is heavily on the student and in his attempt to secure the certificate of poverty he is seriously handicapped. Again what is the standard of poverty? When there was the scare of the fee concessions being withdrawn, representations were made to Government and we got an encouraging

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[Mr. N. Abdur Rahiman Sahib.]

reply that nothing will be done so as to seriously affect the interests of Muslims in the matter of education and we kept quiet. But what do we find now? We find that a Muslim student who wants the benefit of the fee concession will have to produce evidence of his poverty. It is there that I lay emphasis. Instead of making a rule like that, it would have been better if some standard was fixed regarding poverty. Say people who pay income-tax or people who pay a round sum as land revenue such people might be exempted. In that case there will be no hardship. But when it is quite clear that the community has not progressed perceptibly in the matter of education, when the figures and statistics show that it will take a long time for the Muslim community to stand on a par with the advanced communities educationally, the sudden withdrawal of these privileges accorded to them would certainly retard the progress of Muslim education. The reasons mentioned for the modification in the matter of fee concessions are that there were cases of failed students enjoying fee concessions for years consecutively and that the Director had occasion to recommend individual cases of backward communities deserving fee concession. Simply because there were such cases, is it fair or justifiable, Sir, to make such serious modifications in this mattter? Unfortunately when this question was mooted in the sub-committee appointed by the Advisory Board there was no Muslim member, and the feeble voice of the single Muslim member in the Board was little better than a cry in the wilderness. That was the reason why this change has taken place. I beg to submit, Sir, that for some years to come the old rules may be allowed to continue. Unless the standard of poverty is fixed, the students will find it very difficult to prosecute their studies. Already there are signs to show the inability and helpless position of the parents to send their children to schools and colleges. We find that recently there have been many instances indicating lack of sympathy on the part of the authorities concerned. Last year there was a provision in the Budget for appointing 6 Arabic Instructors in Primary Schools. Unfortunately not a single appointment has taken place though we are at the end of the year and the amount is about to lapse. Sir, I have already pointed out that without adequate facilities for religious instruction, the Muslims are reluctant to take to education. It was on realisation of these difficulties that the Government was sympathetic enough to make allotments and if the officers do not carry out the purpose for which the allotments have been made, I need hardly say that the effect will rather be the reverse. Sir, the Arabic Instructor's pay is only Rs. 12 and the saving that is to be effected by evading the appointment of these 6 instructors is not much. On the other hand will not their appointments go a great way in giving a further impetus

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to Muslim education. Again, the amount of the scholarships in the colleges has been reduced by 25 per cent. by the retrenchment committee. There are only two scholarships of Rs. 10 in the colleges and these have been reduced to Rs. 7-8-0.

**Mr. C. V. Chandrasekharan**: Is it not a fact that that cut affected all communities and all kinds of scholarships ?

**Mr. N. Abdur Rahiman Sahib**: What I am concerned with is the Muslim community. I know there were genuine cases of poor students who were in receipt of the ten rupees and who were very much affected by the cut of Rs. 2½.

There was an interval of two hours in Colleges on Fridays to enable the Muslim students to go for prayer and return. But one system is followed in the Arts College while another system is followed in the Science College. There appears to be no uniformity in the matter. Now I hear that even this concession has been taken away.

I understand that for the first time a Mahomedan lady graduate has applied for a scholarship and it has not yet been granted. (*President's Bell.*)

**Mr. P. I. Simon** (*Municipalities*): Sir, it cannot be denied that the educational reform has long been overdue in our State. The existing system of education has been experimented upon long enough for us to know the evil results thereof. The present system has produced a number of Graduates knowing more of 19th century prose and Shakespeare than anything else. It is on account of such unemployed Graduates all around us that according to me the cry for communal representation has become so loud as this. (Mr. Kochikal P. Balakrishnan Tampi: *Hear, hear.*) It is high time that we put a stop to such a system of education on account of which unemployment increases. Sir, education is intended to develop the faculties of individuals. It must give them the preparation for complete living. It must make them know their business. It must enable them to organise industrial concerns. Nothing short of it I should think will solve the problem of unemployment. Modern civilisation developes along industrial and commercial lines and it is the duty of every State to adjust its educational scheme in accordance therewith.

The question then is—are we to dissociate ourselves from the present Madras University to which we are affiliated so that we may reform the existing system of education. I should say yes. It is imperative that before we think of any reorganisation of the educational system, we should have a University for ourselves. It is no new idea Sir,

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**President**: Order, order. The honourable member is of course in order in speaking of higher education generally, but he will undoubtedly remember that there is a separate grant, grant No. IV for University. So he will distribute his remarks so as to deal with other matters also.

**Mr. P. I. Simon**: Then I shall go to the question of primary education. It was stated that primary education is not carried on efficiently at present. In all advanced countries their larger conception of municipal Government as embracing the entire corporate life of the community the local authorities act as official patrons of learning, arts and sciences. My plea therefore would be that there should be a decentralisation as regards primary education. The State should not have it all for itself. Let it delegate its function of imparting primary education to the municipalities. Let them be permitted to experiment on it. I should think that the municipal bodies, in those municipal centres where they exist, will be able to do it efficiently, perhaps more efficiently than how the State itself is now doing. In all western countries the public schools are the pride of the towns. Public schools we also should be enabled to start so that we may be able to conduct schools on efficient lines, organise games, organise excursions, and also organise the exhibition of films with educational value for the purpose of educating these children of ours, organise school gardens and organise children's clubs. All these are eminently of great educational value and such things ought to be done by municipalities. Perhaps, with all its big schemes, the Government may not be able to impart primary and secondary education so efficiently as the municipalities will be able to do if they are given the necessary facilities.

**Mr. Kochikal P. Balakrishnan Tampi**: May I know from the honourable member whether anything stands in the way of municipalities taking up such work now?

**Mr. P. I. Simon**: The State should only be concerned with laying down the regulations and rules, as to how education, primary and secondary, should be conducted. But the actual conduct should be left to the municipalities, which they are ready to do if only they are asked. They have not been asked so far and I should think that Government should seriously consider this proposition of mine.

The municipalities ought legitimately to have a share in the intellectual life of the town. One of the duties of the municipalities as conceived in other advanced countries is to advance the education of the working classes and refine their tastes and habits. The municipalities must be enabled to found public libraries and reading rooms. In Trivandrum, for instance, a number of reading rooms

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can be opened with advantage for the benefit of the working classes. In advanced countries several libraries are opened by the municipalities in order to provide reading matter for the citizens. These reading rooms will contribute a good deal for popular enlightenment.

All children should not be treated alike. Travancore with all its educational advancement has not one institution for educating defective children such as the deaf and the dumb. There should be special provision for teaching defective and crippled children. All these are matters which ought to engage the attention of Government when they seek to reform education. I have one constructive suggestion to put forward. There is a conception that municipalities exist for nothing. This is born out of ignorance. It is the duty of the Government to educate the citizens in order that they may know what these municipalities are for. That should form a subject of teaching. The curriculam ought to be modified and should be made to include even for the primary schools the history and growth of at least one municipal city of the west in each class of the primary schools. In the secondary schools students should be taught the more advanced subjects of municipal organisation, municipal government, municipal finance and Municipal taxation. With these observations I support the motion.

**Mr. T. Mahomed Ismail**: Sir, I oppose the demand. As a member nominated by Government to look after the interests of the Muslim community, I think I shall be failing in my duty, both to the Government and to the community, if I do not bring to the notice of the Government how the G. O. R. Dis. 1070/37/Education dated the 19th July 1937, is calculated to cut at the very root of Muslim education in Travancore. The feeling of the community is clearly shown by the fact that in both Houses of Legislature adjournment motions were tabled. But they were not allowed. This G. O. supersedes all the existing rules with regard to fee concession to students. It says, "Mahomedan boys shall be given half-fee concession in Colleges and in English and Vernacular schools provided they are poor; in the case of Vernacular schools the concession shall be subject to the percentage restriction, Mahomedan girls will be given full fee concession, provided they are poor". How this G. O. will adversely affect Muslim education in this State, I shall point out. It was by G. O. No. E. 1989 dated 31st May 1919 on Mahomadan education, that Muslims were first given half fee concession. After careful consideration of the conditions of Muslims

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the following concessions were given to them by that G. O. 1. Affording facilities to teach Arabic, 2. the appointment of a Mahomedan Inspector, 3. granting of half fee concessions to all Muslim boys reading in schools and Colleges, 4. granting of full fee concession to Muslim girls, 5. opening separate Vernacular schools for Muslim girls wherever necessary and 6. granting special scholarships reserved for Muslim boys and girls.

Sir, in spite of these concessions, the backward nature of the Muslim community is clearly seen from the statement in the last Census Report. It says that the literacy figures for all communities in the State is 40·8 per cent. for males and 16·8 per cent. for females; whereas for Muslims it is 21 per cent. for males and 2·4 per cent. for females. The failure of the efforts of Government to improve the Education of Muslims was fully realised by the Statham Committee which says, "the percentage of Muslims under instruction to the total population of Muslims was 5·9. Comparing this figure with the percentages for children of all communities under instruction and for Hindu and Christian children, it will be seen that the percentage of Muslims under instruction is extremely low". The report adds that even if all Muslim children of all ages, reading in classes 1 to 5 are taken into account, the percentage of Muslims in classes 1 to 5 to the total school going population of Muslims is only 34·3, and it is obvious that over 60 per cent of the Muslims of school going age still require to be brought under instruction". And again, even among the children under instruction wastage and stagnation were very high, for only 2·7 per cent. reached class 5. "The figures show that Muslims have made very little progress in English education, and their advancement at the secondary stage compares unfavourably with the advancement of all other communities. Amongst Muslim girls, English education scarcely exists at all." Sir, while commending upon special measures such as I have stated above, the same committee states that "while we consider that the institution of special scholarships for Mahomedans forms a satisfactory feature of the special steps taken to encourage Mahomedan pupils, we are of opinion that the present backward state of Mahomedan higher education requires that, in future there should be a larger provision of scholarships for Mahomedan pupils in English schools". The Committee recommended the continuance of the special preferential treatment to Muslims in future also. They even went further and recommend the granting of increased facilities by way of concession and scholarships.

It is only three years since the report was made. I do not know what wonderful changes have taken place in the matter of Muslim education during this short time. I do not think any

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Alladin's lamp has come in as far as Muslim education is concerned. But there came the Education Advisory Board which recommended the taking away of some concessions. The only Muslim member in that body, I understand, strongly protested against any change in the existing rules and he has given his dissenting minutes. In this connection I want to make one point clear. Concessions are given to the Muslims because the Government wanted the country's progress as a whole. If any one community is backward the State as a whole will be backward. Therefore I ask the Government whether they have come to the conclusion that the Muslim community has advanced enough not to give these concessions.

Sir, the taking away of concession to those who are not poor is good in principle, it is better still for argument. But the practical difficulty of producing these certificates is very great. Tahsildars are authorised to give poverty certificates. But they refer such questions to the Proverticar of the place where the student resides. I hope it would be easy to get a certificate from a Proverticar if only the man is rich and not poor. It would have been better if Government showed how this poverty should be measured. They could have said that those who pay income tax or professional tax or land tax of 10 or 15 Rs. should not be given any concession.

In view of the fact that the Muslim community has not taken full advantage of the educational facilities already afforded to them, and that Muslim education is still in an unsatisfactory condition and the hard facts and figures quoted do not show any necessity for a change. I appeal to Government to continue these concessions at least for another ten years as a tentative measure. If, however, Government want to stick to this G. O. I would request them to modify it to the effect that those who pay income tax or professional tax or land tax of Rs. 10 will not be given half fee concession. In the name of my community I pray for this modification.

Sir, let me say a word about the Inspectorate. The institution of the Mahomedan Inspectors of Schools was formed according to the G. O. of 1919. A Mahomedan Inspector was appointed in the first grade in the provincial staff and placed under the direct control of the Director of Public Instruction. Formerly we had two Mahomedan Inspectors getting Rs. 150 per mensem. Now although the present Inspector is more qualified, he is a B. A. and L. T. and a specialist in Muslim theology he gets only Rs. 40 while his subordinate Munshis are getting Rs. 45 and Rs. 50. The

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Statham Committee recommended the apppointment of 4 Mahomedan Assistant Inspectors. But we have only one Assistant Inspector. If the plea against the appointment of 4 Inspectors is dearth of hands, I can say that there are at least half a dozen B. A., L. T's who have considerable teaching experience in management schools and who can be appointed as Assistant Inspectors.

An honourable member pointed out that the amount set apart in the last year's budget for the appointment of Arabic Munshis has lapsed. What a pity? I do not know why it has lapsed. In this connection I wish to bring to the notice of Government that Arabic Munshis who have put in 10 to 15 years of service have not yet been confirmed. I do not know the reason. It is only indifference to Muslim education.

Much has been said about the appointment of the only Muslim lady graduate and I do not want to say anything more about her.

**Mr. Abdul Tayeb Sheikh Kaderbhoy** (*Commerce and Industry, South*): Sir, I fully support the arguments put forward by Mr. Abdur Raheman Sahib and Mr. Ismail Sahib and request Government to consider the arguments put forward by them and see that the grievances of the Mahomedan community are redressed. Sir, Arabic Munshis are appointed only in a few schools. Therefore it is difficult for pupils to go to these schools from a long distance and take instruction therein. I have nothing more to add but to support these two members.

**Mrs. Abernam Gnanasikhamony** (*Nominated*): Sir, in supporting the motion I have great pleasure to find that it is only on adequate and on right lines that the Education Department demands this sum. The budget says "the expenditure next year is estimated at Rs. 49·65 lakhs and it is about 20 per cent. of the total revenue of the State. I can once again say it is only rightly done. It is education, and it is the real education of a country that brings about the true citizens of the land.

The benefit of education is not to be measured or determined by examination results alone. The mental, moral and physical aspects of the child are to be looked into. Efforts are to be taken for the building up of character, which can effectively be done in schools and colleges. The other departments are only to reap the benefit of the work done by the education department whether good or bad. A duty bound teacher or professor unconsciously breathes this spirit into his students. In the same way all the qualities whether good or bad are being imbibed by the student from their teachers. These good qualities are to be got only by real good training in well organised and well conducted schools. I know one

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College, the motto of which is "Lighted to lighten" and its products now scattered throughout India are really lights. They are found to be so nice, so pure in thought, word and deed. The suffering humanity draws their attention most. Attributing motives to others' good intentions is far from such. I hope there are big people here who can attribute such traits, to their Colleges. I strongly feel it is no use, simply producing graduates who are not able to procure a living for them; and for that I fully hope the present scheme of education by our worthy President is going to be a sure remedy.

It is very encouraging, Sir, to note that special provisions are being made for the benefit of the backward communities for their uplift. Our Government time after time do spend money to make special provision for communities backward in education by giving fee concessions, scholarships, &c. These communities in those days perhaps concentrated their attention more on trade, agriculture and other industries than on education in schools. It is the Government that inculcated in them a desire for education and now they are in a good position. Anyhow no harm in crying for more. I hope the backward classes also by the policy which is going to be adopted are sure to come forward with a good spirit.

It is my prayer, Sir, to see that well-organised and well-conducted aided schools are as far as possible encouraged. So many good things are said about Japan. In this connection I would like to say one thing. A plant in a pot or a basket of flowers or a basket of any eatable with only the address on a label attached to it travels safely from one end of the country to the other. The passengers even water the plant when found fading. There is no need for the notice "Beware of pick pockets" in their railway compartments. This they attribute to their mode of education. We look to other advanced countries and adopt their good methods in every way. Let us try to sow seeds of good habits in schools so that we get the future generations better.

**Mr. R. V. Thomas** (*Todupuzha* cum *Meenachil*): Sir, I fully agree with the views expressed by my honourable friend Mr. K. K. Kuruvilla. The Government must take a more sympathetic attitude towards aided institutions and the teachers in aided schools. I request the Government to make provision for a good number of aided school teachers being drafted on to departmental schools. The aided school teachers after long years of self-less service have to retire in penury. The Government must move in the matter of instituting a decent Provident fund in favour of the grant-in-aid school teachers. Those who are engaged in shaping the future of

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our boys and girls, of the youth of the land, should be better attended to.

Primary education must be given a greater push. But higher education must not be pushed to the back-ground. Both higher and lower education must run parallel. No Government can afford to wait till primary education is spread among the entire mass of people to give a start to higher education. I disagree with the opinions expressed by my honourable friend Mr. Kottur Kunjukrishna Pillai when he said that a greater control should be exercised by the Government in the matter of appointment of teachers in aided schools. It may tend to lower the standard in aided schools. The high standard which the aided schools have now attained is likely to be injured if the Government is allowed to interfere in the details of the internal administration of aided schools.

I disagree with the opinion of my honourable friend Mr. Simon that educational institutions may be entrusted to the care of the municipalities. I want to point out that at present the municipal councils are entrusted with the work of sanitation and health in municipal areas. As far as I know the work they are doing in the field of sanitation and public health in the municipal areas are not satisfactory.

**Mr. T. Mahomed Ismail**: Has the member any experience of the municipality ?

**Mr. R. V. Thomas**: No. Still I know something about the work of the municipalities. I have gone to all the major municipalities in Travancore and their work with regard to public health and sanitation is entirely unsatisfactory. I request my honourable friend for the municipalities to concentrate all his attention— and see that his colleagues also do the same—to see that sanitation of areas entrusted to them are properly attended to. In theory it may be good to entrust education with the municipalities. But there are practical difficulties in the way. The municipal bodies are not at present discharging the work of improvement of sanitation in towns to our satisfaction and when that is done satisfactorily we can think of entrusting education also with them.

**Mr. M. Govindan** (*Nominated*): Sir, I am sorry that I have to differ from the honourable member who just spoke against the necessity or desirability of entrusting the duty of imparting elementary education to municipalities. My impression is that the problem of solving illiteracy in this land has not been tackled with sufficient effect notwithstanding the 120 years of educational effort. The best way that we can do it is to entrust the municipal bodies with the duty of imparting elementary education and adopting a

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measure of compulsion to be tried in municipal areas to begin with so that in course of time we may extend it to other parts of Travancore also. I find from the report of the education department that enquiries are made of the Inspectors of various divisions as to how the problem could be solved by adopting a measure whose operation may extend to a period of 10 years. If I remember right, as to what the reports are, what measures Government intend adopting in these things the Government have not taken us into the secret. I may suggest that a measure of compulsion may be tried first in municipal areas and that scheme may be given effect to immediately.

The next point I wish to urge is this. The Government wanted retrenchment. I can fully understand the proposition, *viz.*, that wherever there is waste there should be retrenchment. But in the case of the Education Department the axe was applied in the wrong place. That is my humble opinion because it is the fee concession that was hit by the Government. I should even say that it was harder hit than was intended by the Advisory Board of which I happend to be a member. The Advisory Board no doubt recommended some retrenchment. In that connection I shall take the instance of two communities and show how that fee concession has affected them. I am afraid of even mentioning the word community because Mr. Kuruvilla is opposed to it, Mr. Kottur Kunjukrishna Pillai hates it and even my friend Mr. Simon does not like it.

**Mr. C. V. Chandrasekharan**: May I correct the member, Sir? The orders of Government in the matter of fee concession are more favourable to backward communities.

**President**: It is alright for a non-official member to divulge confidential communication. But the official members need not.

**Mr. M. Govindan**: I may point out that the recommendation of the Advisory Board is given in the Departmental Report itself. Hence my reference to that.

**President**: That is alright. But the attitude of particular members, what they voted upon, how they voted, what they said, all those things are not indicated in the reports supplied to the House. It is not supposed to be divulged.

**Mr. M. Govindan**: I do not say how I voted in the Advisory Board. I only say that I happened to be a member of that body. What I say is that the Board recommended some retrenchment in fee concession. I shall illustrate it by quoting two communities, the backward and the forward community. Among the backward communities Ezhavas were included and in the forward community Nairs are included. Ezhavas and Mahomedans

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[Mr. M. Govindan.]

are classified as members of the backward communities, but the Mahomedans are given special provisions.

In the case of Ezhavas, the recommendation was to the effect that a fee concession of 15 per cent. should be granted. The previous rule was that 20 per cent. of the Ezhavas should get it if they are poor and 10 per cent. of the Nairs will also get that concession provided they are poor. It was sought to be changed by the board reducing the per centage to 15 per cent. and $7\frac{1}{2}$ per cent. to Ezhavas and Nairs respectively. When the recommendation came to the Government—I do not know how they did it—they made no difference between the Ezhava and the Nair. The difference was wiped off. They reduced the concession to $7\frac{1}{2}$ per cent. for both. Sir, I submit that is very hard A difference was sought to be maintained by the Advisory Board between these communities. But the Government abolished that difference. I do not know whether they got any new figures on the matter of literacy. We proceeded on the basis of figures of the last Census. If that were the procedure adopted by the Government there is no reason for Government making a change. If according to the future census the percentage of literacy changes and a deserving class is promoted to the cadre of a forward class, then I can understand it. I should be glad to share the credit of the promotion if the class be mine. The fact is that the Government are not in possession of any such figures as will warrant a change.

There is yet a more unkind or rather the unkind cut. The principle of communal representations has been adopted in that matter. Ezhava is classed with a number of communities, such as the Vellala, Kshatriya, Ambalavasi, etc., as "other classes." There is separate representation in this matter for Brahmins, Nairs and Christians, who are more advanced in education. What is more the Vellalas, Kshatriyas and Ambalavasis, &c., who are also more advanced in education are clubbed with backward Ezhavas. More of their children will be studying in schools and the Ezhavas cannot therefore get the benefit of fee concession. Mr. Kottur Kunjukrishna Pillai's community, the Brahmin and the Christian communities and others alone will enjoy that concession whereas that concession is practically denied to the Ezhava.

**President**: The time is up.

**Dr. K. L. Moudgill** (*Ag. Director of Public Instruction*): Sir, so much has been said about the Educational improvements and there is little time to reply to all the points raised. I am thankful for all the valuable suggestions put forward by the members and such of them as have been already taken up will be

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expedited and others that require consideration will be given due consideration.

The pleas on behalf of the Mahomedan community have been advanced by the honourable members concerned with a certain amount of feeling apparently owing to some misapprehension that exists in the minds of these members and on the basis of some erroneous calculations. I hope that they will be satisfied presently after hearing me. I would say, Sir, that the Mahomedan community has been given some special privileges in the past and that these are being given even now. The fee concession is intended to all those who are poor. I have had some experience of Mahomedan students who actually felt that they were not doing the right thing by enjoying such concession. Under the rules framed by Government, it was not possible to collect full fees from them. People who pay a tax on incomes exceeding Rs. 5,000 were enjoying that concession. We know, Sir, that sons of high paid officers in this State have been enjoying that concession much against their wish. The change that Government have now made is that poverty shall be the criterion for such aid. I am sure this principle is not going to work that degree of hardship which it has been urged it will. A poverty certificate need not be secured only from a Tahsildar. Any member of this House or of the other House is competent to give that certificate and that will certainly be honoured.

**Mr. T. Mahomed Ismail:** Should not that certificate be verified?

**Dr. K L. Moudgill:** Certificate of poverty produced from these persons will be honoured. A retired officer who was at one time a Gazetted officer is eligible to give a poverty certificate. It is also provided that persons of recognised standing can give that certificate.

**Mr. T. Mahomed Ismail:** Is that certificate final?

**Dr. K. L. Moudgill:** Each certificate for poverty will be judged on the merits. If you begin to lay down restrictions on the basis of payment of tax, then only the question of verification by proverticars arises. If it is a certificate issued by him, then only verification comes in. (*Hear, hear*): The getting of a poverty certificate is a simple matter and should be no impediment in deserving cases.

In quoting the Statham Report, the members have overlooked one serious fact. The figures in that report related to the year 1107. A substantial progress has been made by the Muslim

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[Dr. K. L. Moudgill.]

community since that time. The number of Muslims undergoing education during the year 1107 was about 21,000 as against 31,000 in 1111. There is an appreciable further increase in that direction for the year 1112. The percentages quoted by Messrs. Abdur Rahiman and Mahomed Ismail are all old figures. It is well known that there is a good deal of disparity in regard to the figures in respect of males and females undergoing education in the Muslim community. So far as muslim girls are concerned, they are going to enjoy a full fee concession, without any percentage restriction, provided that they are poor. In regard to the backwardness of education among the Muslim girls, the department is taking special measures during the past two or three years to cure such defects. I may also say that the suggestions put forward by Mr. Abdur Rahiman and Mr. Ismail will also be considered. Their misapprehension was built on inaccurate data.

Adverse opinions have been expressed and some members opined that colleges are not doing any good at all and therefore retrenchment should be effected in collegiate education. I may say in this connection, that, progressively expenditure on collegiate education is gradually going down and that expenditure on primary education is going up. I am surprised at the opinion that was seriously put forward that colleges should be closed, that there is no scope for a University and that by doing so Vernacular Education would be improved. Is it to create more literacy according to the present system of education? No one will endorse that view. Along with the improvement of primary education there is also the demand that our education should have a new orientation. Where is that orientation to come from, unless it is to come from an improved system of higher education.

Then I turn to the vocational aspects. Government have been devoting special attention to vocational bias in education. It may be said that for introducing a vocational bias in our schools we do not want a University. May I invite the attention of the honourable members to the fact that, so far as University education is concerned, rightly or wrongly, it has come to be like a hall mark on a man's education. When we examine University education, we have at present purely literary course. Everywhere in secondary schools pupils do not take to vocational training because it does not lead to the University courses of instruction. So it is very necessary that we should make provision for such courses in the University itself because if no such instruction is given to the students in the course of the College education, pupils will not take up such subjects in schools even if they are offered.

**Mr. R. V. Thomas:** Sir, I rise to a point of order. The member is talking about the University.

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**Dr. K. L. Moudgill**: I am talking about the revision of secondary education. In order that vocational bias may be given to secondary education in the new orientation of education, it is very necessary that we should revise the education at the top also. I am grateful to the honourable member opposite who has spoken about this question and I shall not deal with it further.

The position of the grant-in aid schools and private schools has come in for a considerable amount of criticism. One of the subjects of complaint is with regard to the examination results of Government schools and private schools. I have admitted in another place that the results in the Government schools are not as good as they are in private schools. But at the same time we have to remember a number of facts which may bring about this disparity in results. Government institutions are open to all communities in the State. The same may be said theoretically of private institutions also, but if you examine the admissions made, it will be seen that there is a certain degree of selection open to the private shools which the Government schools cannot enjoy. Therefore it is not fair to compare the results purely on mathematical data.

**Mr. K. K. Kuruvilla** (*Mavelikara and Tiruvalla cum Pattanamtitta*): But what about schools where there are no Government schools.?

**Dr. K. L. Moudgill**: In Government schools the strength is very much larger than in private schools. Mr. Kuruvilla had mentiond that there are 42 Government English schools and 240 private English schools. But when we look at the number of schools we should also look at the strength of these schools. Whereas there are some 16,000 students in 42 Government schools, there are only 43,000 students in 240 private schools, the average strength being nearly 400 in Government schools and 180 in private schools. That is an important fact that has to be taken into consideration.

Transfers are inevitable. If transfers were not to be effected it would lead to a number of hardships which the honourable members of this House will not be slow to bring to the notice of Government. Every effort is made to avoid excessive transfers.

I submit that examination results are not the only criterion by which the work of a school has to be determined. I would have given figures from private schools to cap the low figures of passes in Government Schools that have been given by Mr. Narayana Aiyar. But it is not in my interest to obtain merely an advantage in the debate. Even as there are low figures in Government schools, so there are low figures in private schools. In private schools there

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[Dr. K. L. Moudgill.]

are certain facilities which cannot be found in Government schools. In making this observation I do not in any way minimise the significance of the results. I wish to assure this House, as I said in another place, that the Department has been taking action in regard to those schools where the results are poor. It is not open to me to say what action has been taken in specific cases since the action that has been taken is confidential. Honourable members will accept my assurance that explanations have been called for. Results have been reviewed in regard to the percentage of passes in different subjects and explanations have been called for from the teachers responsible for teaching those subjects. Warnings have been given to the teachers that in the matter of judging their efficiency, the examination results in different subjects will be given due consideration and will be taken special notice of.

Now, Sir, I turn to the question of grant-in-aid.

**President**: The honourable member has four minutes more.

**Dr. K. L. Moudgill**: Mr. Kuruvilla had suggested that Government schools should be transferred to managements of private schools. Sir, theoretically speaking that demand may be said to be a logical one. But is that demand made consistent with the prevailing conditions in the country? Would that demand find endorsement all over the country? When applications for new schools are made on the basis of communities, when people belonging to one community say that because they are members of a particular community, their children cannot be admitted in any other school. They want a separate school; or a Government school. When all these difficulties are daily brought to the notice not only of the Government and of the Department, but of the honourable members of this House, is it feasible for us to say that such a change should be made? Of course, it would be a matter of financial gain if these institutions were handed over to private managers. But may I ask the honourable member if he can come forward with the name of a management whose bona-fides would be acceptable to everybody. Everybody can make general remarks, but when we come to particulars then only we find the practical difficulty in putting them into effect. That circumstance cannot be ignored and it will be readily conceded that that proposition cannot be lightly entered into by Government.

Mr. Kuruvilla gave some figures in the matter of contribution of grants which were rather startling. But I think these figures require some review and revision. He mentioned that there are 42 Government English schools and 240 private English schools and that the amount of money spent on a private school is Rs. 175 whereas it amounts to Rs 8,450 in the case of Government schools,

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But then there is another criterion that has to be applied. While the number of private schools is 240, actually only 76 schools get aid. The grant which has been averaged for 240 schools is really distributed to 76 schools. Why is it that the Department does not give the grant to the other schools? It is because, as Mr. Kuruvilla remarked, we give aid on the basis of deficiency. These schools have no deficit to show or do not require any grant. There is one other fact also. It is not by way of grant-in-aid alone that Government gives help to private schools. There is what is called the fee-concession grant. That is an expenditure to Government so far as the private institutions are concerned. In addition to the grant of Rs. 42,000 wich was referred to by my honourable friend Mr. Kuruvilla, there is the figure of about Rs. 1,10,000 which Government gives by way of fee-concession grant. So the figures, appalling as they are made to appear at first sight, are not really so when we go into the details.

Now, I would refer to the proposal of opening Municipal schools. That is a very large subject. Some figures which I can quote, I would show that the position in this State is rather different from those elsewhere. In this State the entire expenditure for education, is borne by Government alone. Rs. 49 lakhs spent on that account is not a small amount. Now take the case of Mysore State. Whereas they spend Rs. 51 lakhs from Government funds Rs. 6¼ lakhs comes from local funds. So far as Madras is concerned the help from local funds is even greater. Government spend Rs. 137 lakhs while local funds contribute Rs. 53½ lakhs. Municipal schools would indeed be a blessing. But I think local funds must be harnessed and local effort must be tapped.

The question that a sum of Rs. 48,42,680 under Demand III Education Department excluding Travancore University and all India Oriental Conference be granted was put to vote and carried.

The grant was made.

## DEMAND IV—TRAVANCORE UNIVERSITY, ALL INDIA ORIENTAL CONFERENCE AND UPLIFT OF BACKWARD COMMUNITIES.

**Mr. C. V. Chandrasekharan:** Sir, I rise to move for a grant not exceeding Rs. 1,08,790 under Demand IV—Travancore University, All India Oriental Conference and Uplift of Backward Communities.

**Mr. Kochikal P. Balakrishnan Tampi** (*Karunagapalli, Kartikapalli* and *Ambalapuzha* cum *Shertala*): Sir, I oppose the demand. In opposing the demand I wish to draw the attention of the Honse to the extreme impropriety and unwisdom

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[Mr. Kochikal P. Balakrishnan Tampi.]

of starting a University now at this juncture. So far as the Oriental Conference is concerned, there is no harm done by it. Incidently we get an advertisement in cultural circles and the sum involved is not very big either. We know where we start and what we do. But as regards the University, we are taking a leap in the dark. Nobody knows anything clearly about it. From the conversations and explanations I have had—not only from the explanation given by such officials as the able Director of Public Instruction but also non-official exponents of the Government creed as Mr. Kottoor Kunjukrishna Pillai—I could not get any clear information about the University. This is not the way, I again repeat it, that a responsible Legislature has to be approached with a demand. Nothing has been told regarding the expenditure involved in the scheme. When we ask about the probable cost of the University we are told that we want a small allowance of about Rs. 80,000 to make certain structural alterations; a window here and a screen there. Then, they say, we shall get a University. That is the idea now of the Government. Even in the matter of transporting one College from one place to another, the Madras Christian College, from the crowded city to the suburbs, it is a well known fact that in spite of the Governmental grant of 200 acres of land it cost 3 several lakhs of rupees to the management. The University is still in the nebulous condition, passing through the mind of the Director of Public Instruction or of the Government, I do not know whose. If the Government have to effect a change how many lakhs of rupees would it cost to the tax payer? Whether it is advisable at this juncture to start a University, whether there is *infra dig* to go to Madras or to any other provincial centre for education we have to consider with anxiety and earnestness. As regards culture, education or anything that embellishes mind or spirit we have never been provincial. Down from historical times, I do not want to go to ancient History, the palmy days of Toxila, Benares or Patna. I do not want to refer to the Medieval Universities of Europe which attracted scholars from all countries. Even in our own time we had never provincial feelings with regard to education. Especially on the eve of federation, when our men have to show that they are equal to the Tamilian and the Andhra it is really not undesirable that our children should be getting opportunities to show their talents, to show their equality with, or superiority to the Tamilian or Andhra. We are unable to know the contents of the University. We do not know what quality the University has in view we do not know how Travancore University is going to train and in what manner it is going to be different from other Universities. If it is going to be different from other Universities then I should think it

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would be mischievous and if it is going to be like others then it would be superfluous. In either case a university would be fraught with great dangers to the future well being of the higher education of this country. When Government bring forward such a proposal it is not unusual to get for the Government—it is not to be wondered at—a few supporters for them. But for people who come to this House with a sense of responsibility it would be difficult to lend one's support to a scheme which is not well-conceived. I have been hearing my Punjabi friend talking about the hall mark of culture, world culture and so on reminiscent of the usual peroration at the fag end of convocation addresses. But my honourable friend did not choose to say in what way or form the University is to be ushered. I do not see any Bill in this House for the purpose of formation of a University. I do not know whether the Government takes the University to be like a weaving school or a carpentry school. If Government are earnest in the matter of gauging or understanding public opinion of this country, I am sure, Government will come forward with a very definite proposal, in the form of a University Bill.

**Mr. M. S. Anirudhan**: May I know whether he is opposed to the idea of a University?

**President**: Obviously.

**Mr. Kochikal P. Balakrishnan Tampi**: Not at all. I am not opposed to the idea of a University. But a University started without any plan I am certainly opposed to.

I have to raise another objection. Elsewhere I find that the Government used the august name of His Highness the Maharaja to canvas support for a Governmental measure, I protest against it. The name of His Highness the Maharaja should never be dragged into .....

**President**: The honourable member is dragging in the name of His Highness the Maharaja by his remarks. (*Hear, hear.*)

**Mr. Kochikal P. Balakrishnan Tampi**: I leave it at that.

I have made the Government understand what I mean. I think Government also will not repeat that mistake.

**President**: The honourable member is entirely wrong in his inference.

**Mr. Kochikal P. Balakrishnan Tampi**: I am glad to be corrected.

I appeal to this House that it should never lend their support to the scheme. Governments may come and Governments may go. But especially when we have no responsible Government, this



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[Mr. Kochikal P. Balakrishnan Tampi.]

House should never lend its support to this measure merely to humour the fancies of one particular Government. I request that the honourable members must think twice before they give their support. It is a question affecting more than 4000 young men of this land of today; and many more of the future. Have we consulted 4000 guardians regarding the future of their wards. If the Government can force a University upon us, they cannot force us to send our children to the University. One can lead a hores to water but twenty cannot make him drink. I say that there will be protes s throughout the land against this University and there will be wide-spread agitation. With these words, I oppose the scheme.

**Mr. M. Govindan**: Sir, again I am having the misfortune to differ from my learned friend who has just spoken with regard to the University Scheme. It seems that my friend is so fond of beautifully turned phrases that I find myself at times very difficult to follow him and find out what his real objection is with regard to the starting of a University in Travancore. So far as I could gather, his objection is that the proposal is vague and parochial. I hope that I have summed up his objections correctly.

**Mr. Kochikal P. Balakrishnan Tampi**: No.

**Mr. M. Govindan**: I think I have. My friend says that the scheme is vague. But what I state is that when the University comes into being it is going to be a concrete realisation of the idea. Now the scheme is not before as in all its definiteness. When the idea materialises it will be a definite one. And I may also say it is going to be more than definite. It is going to be concrete. So I submit that the first objection about vagueness falls to the ground.

The next objection is that as we are going to rub shoulders with the people outside our State when the Federation comes the idea of a separate University for us is a parochial one. I ask my friend whether he has studied the local conditions elsewhere to find out how much territorial area is necessary for a University. Is not Travancore enough ground for a University. We are not going to shut out students from outside so far as I can understand. We are going to conduct the University in a manner attractive enough to invite students from all parts of our State and even from the other side of the ghats. Everything depends on the manner in which the University is conducted.

Everybody is talking about giving a practical turn to education by investing it with a vocational bias. But nobody seems to relish the idea of trying it. What I ask is why not make the attempt. Travancore is said to be in the forefront of educated India. Then why should we not be the first in the field to make an attempt at this educational innovation. If we succeed, then there is no reason

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why we should not venture. If the education imparted in the University is of proved value then I have no doubt that it will attract students from outside even from such educational centres as Calcutta, Madras and Bombay to where we are now sending our children for higher education. So, why should there be an assumption that we are only going to have one window there and another little building here for a University. Why should Mr. Balakrishnan Tampi apprehend that our Colleges will have to be shifted to a central place in order to have a University. Colleges may be spread all over the State, and yet I say, we can have a University. My friend was talking that the Christian College at Madras was shifted at an enormous cost to a central place in the city. Here Trivandrum itself is a good educational centre. We have got so many colleges at present, perhaps a few more may be necessary. That will come in course of time. My own impression is that there is no real objection at all to this University idea. But all the same I am not going to support the Demand but I oppose it as there is attached to the Demand for University another item that is for the Protector of Backward Classes.

Sir, the backward class is hard hit again by means of the innovation in the rules regarding fee concessions. By reading the first four rules it would appear that full fee concession is intended to be given to the pupils of backward communities. Everybody would see that the rules framed are very difficult and intricate and I find that the full fee concession promised in rule 2 is taken away in rule 11 which says "that the fee concession granted to pupils of backward communities comprised in rule 2, 3 and 4 above is subject to conditions.....," That is hard. Then again "full fee concession and half fee concession is intended to be given to the communities with less than 25 literates in English per ten thousand of population."

**President:** The honourable member has only 3 minutes more.

**Mr. M. Govindan:** This is what Rule 11 says: "The fee concession granted to pupils of the communities comprised in Rules 2, 3 and 4 above are subject to the condition that the number of pupils enjoying such concession in the Preparatory, or the Middle or the High School section in English Schools or the High or the Middle School section in Vernacular Schools shall not exceed 15 per cent. of the strength of the particular communal division to which the pupils belong in that section, any fraction less than one being rounded into one." I submit, Sir, this is a retrenchment to the concession already granted to the pupils of certain backward communities. But Government does not perhaps actually intend this.

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[Mr. M. Govindan,]

In fact, it has not been the recommendation of the Advisory Board.

**Dr. K. L. Moudgill:** Sir, may I say that the information is not correct?

**Mr. M. Govindan:** Which is the information that my honourable friend says is not correct?

**President:** The honourable member will please proceed.

**Mr. M. Govindan:** Sir, these rules were published in the Gazette dated the 20th July 1937. I am only giving Rule No. 2 along with Rule No. 11 to impress upon the House that only 15 per cent. of the total strength of the community in the class is benefited. Sir, I am not satisfied with the provisions of the rules as they hit hard on the pupils of the backward communities. I know that the present Director of Education did not recommend it. But this is a rule passed by the Government.

**President:** Order, Order. Considering the limited time at our disposal for this Demand and considering the fact that there are many other members also who want to speak, each member should take only 5 minutes to speak on the Demand.

**Mr. G. Narayana Aiyar:** Sir, I support the Demand. That there is urgent need for a thorough overhauling of the present educational system has been will recognised by eminent men. So long as we are dependent on a foreign University such a change may not be easily possible. The idea of having a separate University for Travancore has been established long ago. The idea of starting a University here emanated from the recognition of the fact that the present system of education was deficient in many respects. Almost all provincial Governments as well as educationists have declared that the system of education obtaining in different provinces is defective and have to be changed. Even the Imperial Government had to get down experts from outside for considering the question of reorganising the system of education. In several convocation addresses also suggestions are being made for bringing about feasible changes in educational systems.

The present system of education that we have got makes us dependent on outside agencies. We are forced to send our young men outside to get degrees and diplomas in various technical studies. And these outside agencies are not always encouraging our young students. For instance the Medical College at Madras has put a serious restriction in the matter of admitting our students. So is the case of the Engineering Colleges, the Forest College, Agricultural College and other technical colleges so far as the question of admitting our students are concerned.

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Though Travancore occupies the front rank in the matter of education; it is not independent and cannot stand upon its own legs so far as Education is concerned. Therefore it is high time for us to have a University for ourselves to meet our special needs in the matter. So long as Travancore remains as one of the progressive States why not make it lead other States in the matter of educational innovation. Sir, I am glad to submit that the intelligent and exhaustive exposition of the subject given by Mr. C. V. Chandrasekharan delivered elsewhere regarding the scheme will satisfy the critics who complain that they are being left in the dark with regard to the necessity as well as the details of the University. From that learned speech of the Special Officer it will be seen that there are valid reasons for starting a University.

Sir, coming to the question of the University proper, I suggest that it should have its own distinct advantages over other Universities. We are fully confident in your capacity that it will be started in a very efficient manner. What I submit is that it should be begun on a very sound and strong financial basis able to withstand all set-backs in future. The University should also serve as an effective instrument for allaying the communal tension and must be above it. I would request the Government to pay particular attention to see that the graduates and diploma holders of our University are recognised not only throughout the whole of India, but throughout the western countries also where our diploma holders will have to go for higher studies. Sir, there are some Universities which are not recognised in western countries and the students who pass out of those Universities experience much difficulty to get themselves admitted in western Universities for higher studies. I would also bring to the notice of the Government that before beginning the University they must also take in hand the work of industrialisation of the State, so that they can avert the problem of educated unemployment in future. Side by side with the training of students in technological courses, industries should also be started where these young men could get practical training. I hope that Government will take that also under their consideration. Although we are not supplied with the details of the scheme we have more or less been convinced of its possibilities by the learned speech of the University Special Officer. He has also assured us that there is sufficient time to work up all the details and even a bill may be brought up to evolve the details of the scheme, and by suitable amendments any modifications or additions can be made in the original scheme. For all these things there is sufficient time.

Sir, I would submit one more fact for the consideration of Government. In the University carricula Sanskrit should be given a distinct and prominent place. Sanskrit is the key to Indian culture

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[Mr. G. Narayana Iyer.]

Study of Sanskrit must be made compulsory in all classes. It is the language of gods. All the ancient books are in Sanskrit. Due place should be given to classics in Sanskrit. There are exhaustive original scientific treatises on astrology, astronomy, anatomy, medicine, hygiene etc. With these few remarks I resume my seat.

**Mr. Haji Hussan Yakoob Sait** (*Commerce and Industry, north*) : സർ, അഭിപ്രായത്തെ അനുകൂലിക്കുന്നു. തിരുവിതാംകൂറിൽ ഒരു സർവകലാശാല സ്ഥാപിതമാകുന്നതുകൊണ്ടു നമുക്കു വിദ്യാർത്ഥികൾക്കുവേണ്ടി വിദേശങ്ങളെ ആശ്രയിക്കാതെയിരിക്കുവാൻ സാധിക്കുന്നതാണ്. വിദ്യാഭ്യാസവിഷയത്തിൽ നമ്മുടെ രാജ്യം അത്യുന്നതമായ ഒരു നിലയെ പ്രാപിച്ചിട്ടുണ്ടെങ്കിലും പ്രാഥമികവിദ്യാഭ്യാസം നിർബന്ധിതമാക്കി ജനങ്ങളുടെ ഇടയിൽ സാക്ഷരത്വം വർദ്ധിപ്പിക്കേണ്ടതു അത്യാവശ്യമാണ്. നമ്മുടെ സർവകലാശാലക്കു മറ്റു രാജ്യങ്ങളിൽ പ്രാബല്യവും അംഗീകാരവും സിദ്ധിക്കുമെന്നു ഞാൻ വിശ്വസിക്കുന്നു. വിദ്യാഭ്യാസവിഷയത്തിൽ പിന്നോക്കം നിൽക്കുന്ന സമുദായക്കാർക്കു ഗവണ്മെൻറിൽ നിന്നും കൂടുതൽ സൗജന്യങ്ങളും ആനുകൂല്യങ്ങളും ചെയ്തുകൊടുത്തു അവരുടെയിടയിൽ വിദ്യാഭ്യാസത്തെ അഭിവൃദ്ധിപ്പെടുത്തണം.

**Mr. N. V. Chacko** (*Parur, Kunnathunad and Muvattupuzha* cum *Devicolam*) : Sir, the idea of a University is certainly charming enough. But during the course of the discussions on it several questions cropped up in my mind. We are told that very many evils from which we suffer can be removed with the help of a University. Were similar evils in other countries removed by Universities? Are there Universities started with similar objects as those of the proposed Travancore University? It would be very good if the hopes cherished by the Government were realised. In Travancore the remedies prescribed and applied are very often worse than the diseases themselves. A large number of people have got fears about the starting of a University in Travancore. They fear that the hopes of the Government may not be realised. They fear that even the wisest men may have blind spots in their intellect. If our University will be able to cure all over ills, other countries are sure to follow our example.

Sir, a large number of Travancore students study outside the State. So if a University is started, special attention should be paid to provide accommodation for all the Travancoreans who are students in the college classes. Facilities for education in North Travancore are scanty. Therefore a large number of high schools and middle schools also will have to be opened in North Travancore. For that purpose suitable concessions should be given to private

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agencies in the matter of starting schools, recognition, grants etc. The generality of people in Travancore have no idea as to what our University is going to be like. They have fears whether it will be a success. Those who have their fears about the proposed University do not speak it out owing to their chappore mentality in the story told in the Children's Encyclopaedia in English and in "കുട്ടികളുടെ വിജ്ഞാനകോശം" in Malayalam.

Still some children may have givein expressions to it. I am not speaking against the idea of a University for Travancore. I am only afraid that if it does not fulfil the hopes and anticipations and expectations with which it is started our failure would be almost irreparable and our disappointment will be very sad indeed.

**Mr. T. Mahomed Ismail**: Sir, I support the demand. In doing so I wish to say a few words. Sir, with no stretch of human imagination I can understand how there can be any man in Travancore who cannot understand the advantages derived by the establishment of a University. We are not making a leap in the dark. Any enlightened member of this House can see that for the education of our children, as we desire them to be educated, a University of our own is necessary. As for the question of time *i. e.*, whether it is the proper time or not, to start a University my submission is that we have been only too late. I think the present is the most opportune time to start a University. Sir, with regard to the fear that our University may not get due recognition from outside, let us drop that fear springing from our inferiority complex. I hope that the University will have special faculties for imparting physical instruction to the pupils to make them fit citizens of the State. With these words I heartily support the scheme.

**Mr. Kottur Kunjukrishna Pillai**: Sir, my honourable friend Mr. Balakrishnan Tampi who is not now in his seat has appealed to this House to feel a sense of responsibility on the decision of this question. I am glad that he realises the absolute necessity of responsibility in an important question of this magnitude *viz.*, the question of starting a University in Travancore. Sir, he had been attacking persons who were advocating the idea of an University in Travancore as the non-official exponents of a Governmental creed.

The Council adjourned for lunch at 1 P. M., and reassembled at 2 P. M. with the President in the Chair.

## MEMBER SWORN.

Vastuvidya Kusala C. Balakrishna Rao was Sworn in.

**Mr. Kottur Kunjukrishna Pillai**: Sir, my friend Mr. Balakrishnan Tampi was saying that those who supported the new University idea were exponents of the governmental creed. I

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[Mr. Kottur Kunjukrishna Pillai].

do not believe that I can be snuffed out of existence by a cynical phrase like that. Do not look into the source from which particular creeds emanate. For my part, I do not do that ; I look into the creed and judge for myself. As a matter of fact, it is a misstatement to say that this University Scheme is a governmental creed. As I have myself pointed out on another occasion, the idea of a University for Travancore emanated from the non-official benches composed of the representatives of the people, composed of gentlemen at least as much representative and responsible as my honourable friend Mr. Balakrishnan Tampi. It was they that put forward the idea of a Travancore University. It was only then that the Government appointed an expert committee which, after careful enquiry, came to the conclusion that a University must be established, and that it must be a Travancore University. Sir, I am referring to the report submitted by Rao Bahadur K. V. Rengaswami Aiyangar, as the Chairman of the committee in which there is a very long chapter discussing the pros and cons of this question.

Sir, what I would like my friend Mr. Tampi to do is that he should not make himself the slave of an out-worn creed, namely, to oppose every proposal for the mere reason that it has been put forth by the Government. He must be open to conviction ; he must listen to the reasons advanced. If he will be open to conviction, I am sure that, even within the limited time at my disposal, it will be possible for me to convince any reasonable man that a University for Travancore is a necessity. Sir, where is the necessity or justification for our decrying ourselves like this ? Mr. Tampi was saying that Travancore was a small State, that therefore the University would also have to be a very small one, and that even the windows of our colleges were small. Sir, I really cannot see what exactly his idea is of a University. He seems to think in terms of the Christian College buildings at Thambaram, and their windows, and suggests that the windows and doors of the Science College are to be changed when the University Scheme takes effect. I would very respectfully submit to my friend that he would do well to revise his idea of a University. May I ask him what he thinks of the Annamalai University ? What does he find there to justify a University ? There is only one college ; and I understand that there are only about 500 students there ; Mr. Tampi himself admitted that now there are at least 4,000 students in Travancore aspiring for University education. Again, what is the Delhi University ? There are only two colleges and a scanty number of students. What are the cources of study there ? What about the Patna University, and the various other Universities cropping up in

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different parts of India? Without looking into these facts, without ascertaining the basis on which it is proposed to start a university here, it is very uncharitable to say the least, merely to oppose the scheme, assuming that one has full knowledge of the facts and posing oneself as the most patriotic.

There is also another mental defect. I may be pardoned for saying that in regard to my friend. I am speaking in all seriousness and with considerable pain. Somehow, he seems to look at this question with a defeatist mentality. Why should we consider ourselves as low, mean or degraded? I cannot see any justification or reason for such an attitude. There must be something wrong at the root of affairs, something fundamentally wrong. No reasonable man can take an attitude like that with regard to one's own country, one's own culture and one's own legitimate importance in the affiairs of the world. There is no use in decrying ourselves like that. As a matter of fact, facts do not justify that attitude. I am not asking for our claims to be boosted up. Nobody wants that. Put forward our claims on the basis of facts which have been proved beyond the shadow of a doubt. Compare the claims of Travancore for a separate University with those of the Andhra, with those of Annamalai, with those of the Delhi University. I am sure, if you do that, you will not seriously contest the reasonableness of the present proposal. Nobody who does not merely show a kind of lip sympathy towards responsibility, who is serious about his responsibilities, will ever be able to say that Travancore does not need a University of its own.

Sir, another objection has been raised, namely, that the details of the University Scheme have not been placed before the Legislature. I must say, Sir, that it is exactly for that purpose that the grant for the scheme has been put forward as a separate Demand, and the two Houses of the Legislature have been invited to put forth their suggestions in the matter. It is no use saying that the Government have not put forth the details of the scheme. Where are your suggestions, the suggestions of the honourable members of the Legislature? You suggestions would have been of great help to the Government. Before the Government scheme solidifies, why not you get hold of the opportunity offered to you, and offer your constructive suggestions? Such suggestions would I think certainly have been quite welcome, and we would have been very glad to consider them. Further, Government have definitely assured that, before final decisions are arrived at in regard to the details of the scheme, the representatives of the people will be consulted again. What more can be claimed? Sir, I am not afraid



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[Mr. Kottoor Kunjukrishna Pillai.]

if I am going to be characterised as a supporter of the 'Governmental creed.' Merely because a proposal has been brought forward by Government, I am not disposed to oppose it. I do not want to earn cheap popularity like that. I do not believe in it. In fact, Sir, my friend Mr. Tampi himself was not believing in it ; he too was a non-official exponent of official schemes in the recent past. But I have nothing to again. I do not expect to gain anything by becoming an exponent of the proposals of the Government. In fact, I do not think Mr. Tampi can say that about himself for his erst while policy with as much clean conscience as I can. I do not want to say anything further regarding that matter.

I appeal to this House to consider the question dispassionately and without a defeatist mentality but with full confidence in our future, full confidence in the legitimiate importance that we certainly have in India, as a cultured State, as an enlightened State. If Travancore has no claim for a separate University, few other parts of India can be said to have the claim. I should think that this is the time for us boldly to launch on such schemes and get the reward of having shaped out an independent policy which would serve as a model to other people, especially in the matter of making radical changes in the educational system, changes which we need so much.

**Mr. N. Abdur Rahiman Sahib :** Sir, there is no gainsaying the fact that Travancore stands foremost in point of education. We have got 10 colleges. It is too late in the day to contend that there are no facilities here for a University of our own. Sir, this question has been discussed on the floor of the Legislature years ago, and it was finally decided that we must have our own University. Our system of education is very defective in various respects. The graduate, at present, is fitted only to be a quill-driver. His education does not enable him to earn his livelihood. What we want is bread-winning education. We have had too much of literary education. What we now need is vocational education. It has been pointed out that the details of the scheme have not been placed before the Legislature. But, as my friend Mr. Govindan has pointed out, I am sure it will be 'a 'concrete University' so to speak. Especially since the scheme has been undertaken by His Highness's Government guided by a great statesman, it will certainly enure to the benifit of the country at large. I hope some of our problems, like that of unemployment, will be solved by this new University scheme.

In this connection, may I point out, Sir, the necessity for affording facilities for Arabic study in the colleges. The Education Reforms Committee of 1933 has pointed out that if Arabic is to be taught in the higher classes it will surely most fittingly find

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a place among the language groups at the secondary stage. May I also point out the necessity for introducting Urdu at least in the high schools. I am sure these matters will be considered by the Special Officer.

It is high time, Sir, to introduce compulsory primary education at least so far as the backward communities are concerned since the percentage of literacy among them is very low. Our requirements are growing every day, and it is certainly worthwhile therefore to have a University of our own so that at least the future generation may be happy and self-sufficient.

**Mr. C. V. Chandrasekharan** Sir, It is of happy augury that the proposal to establish a University in Travancore has met with very favourable reception at the hands of the honourable members of this House.

Sir, one or two honourable members went so far as to say that the Government have insulted the Legislature, or at least have shown disrespect to the Legislature, in having decided upon the scheme without reference to the Legislature. Sir, this question, as has been repeatedly pointed out, has been before the public and the Legislature in Travancore for the last 25 years ; I shall not take up your time by dealing with the history of the question. But, I would like to bring one significant fact to the notice of this House, namely, that, more than 12 years ago, a very strong and competent Committee presided over by the late Rao Bahadur Krishna Aiyangar, a Committee of which such distinguished educationists as the late Rev. Fr. Honore and Dr. John Mathai were members, came to the unanimous conclusion that a University for Travancore is desirable and feasible, and that the resources of Travancore for the establishment of the University are far more adequate than the resources of Mysore when Mysore started a University, or the resources of Nagpore or Andhra who were at that time contemplating the establishment of separate Universities.

The Annamalai University had not been thought of at the time. Well, Sir, I contend that public opinion has unequivocally expressed itself in favour of the establishment of a University for Travancore, not only public opinion but the legislature. The legislature of the time had repeatedly made represetations to Government to go forward with this question. Government have, therefore, not come to a decision on this important matter without reference to public opinion or without reference to the legislature. So far as the present legislature is concerned, Sir, when the Government came to a decision on this question, the legislature was not in Session and what Government have done is in consonance

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[Mr. C. V. Chandrasekharn].

with modern democratic practice. Look at America, look at England. In democratic countries when an important policy is enunciated by Government, it is not so much on the floor of the legislature as before large public meetings representing the electorate. Since the present Dewan came to office he has repeatedly invited the attention of the public to this question and has repeatedly announced the intentions of the Government in this matter. To say that the legislature was not consulted, to say that the legislature was insulted is therefore an exaggeration and I am here, Sir, to say on behalf of Government that nothing was farther from the intentions of Government than to show any disrespect or to slight the legislature.

Well, Sir, I do not wish to repeat what I said in another place regarding the details of the University Scheme, but I would like to say this. I was appointed as Special Officer only about two months ago and I have been working at the details and a scheme in rough outline is ready. We are not starting a University *de novo*. We have got the constituent parts of the University, the essential constituent parts of the University. We have got the faculty of Arts, the Faculty of Science, the Faculty of Law and the Faculty of Teaching. One honourable member referred to Thambaram and asked, "What have we here?" Well, Sir, the total outlay on buildings and equipment for the existing colleges, and other institutions which may be of service to the University will be nearly Rs. 75 lakhs and what we are doing now is creating an organisation which will enable these various essential units of the University to function more usefully and to produce better results. The type of University we are going to establish is a Teaching University at Trivandrum with all the resources of the various colleges at Trivandrum co-ordinated and integrated under one unifying administrative control. It has been acknowledged on all hands that a teaching university is a far better type and more fruitful of good results than an affiliating university. A Teaching University will be established at Trivandrum, but as affiliated colleges exist at present, as there are four colleges in the mofussal, these colleges as a special case will be admitted to the privileges of the university. The organisation of the University will be on modern approved lines. Are we going to create a University as a department of Government? No, Sir. The University will come into existence by statute. But whether it is feasible to bring a bill before the legislature is a different question especially as we have to keep to our time-table with regard to the University. We propose to establish the University in June or July 1938. If it is not possible to bring a bill before the Legislature the Regulation

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will be issued as a Proclamation, but provision will be made for amendments to the Regulation by the Legislature. The Dewan, Sir, has no more than one occasion offered to place the scheme when it is ready before the representative members of both the Houses for criticism and for suggestions. Sir, this question is a very old one as I said, but what has happened today is that it has been re-vitalised by new ideas and new ideals. The modern ideal of a university is that it should serve the community, that it should subserve the economic and social needs of the people. Well, that is the ideal that we shall keep in view in organising this University. Government, Sir, have embarked upon a policy of industrialisation, of rapid and vigorous industrialisation. We need trained men. We need trained men for the various scheme, agricultural, commercial and industrial, which Government have undertaken or propose to undertake in the near future. So, Mr. Narayana Aiyar's point will be met. It is not easy to solve the problem of unemployment. The honourable member Mr. Chacko said "to expect the university to be a panacea for all evails is to court disappointment." Well, Sir, no one has been so foolish as to say that the University will be a panacea for all evails. Unemployment is a huge and extremely difficult problem and it is not going to be solved in a day. Unemployment is not going to be solved quickly. I would like the honourable members to bear that in mind. But in Province after Province, in State after State, Unemployment Enquiry Committees have been appointed and there is one recommendation common to all their reports and that recommendation is—On the one hand provide more openings, industrialise the country. You must provide industrial openings, develop large scale industries, small scale industries, cottage industries. On the other hand, re-organise your educational system. Unless the unemployment problem is tackled from both these angles there is no hope of solving it. Accepting this view, which is not a peculiar view of this Government, which is the view of several expert Unemployment Enquiry Committees, which is the view of the Sapru Committee, which is the view of the British experts who have submitted their report recently to the Government of India, Government are proceeding forward.

Well, Sir, why have a University immediately? If we start a University immediately, we shall be able to supply trained men only two or three years hence according to the duration of the technological courses that we provide. Strictly according to our needs, in relation to the industrial policy and the industrial schemes that have been adopted or that are going to be adopted by Government, what are called technological courses in the University will

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be organised and developed. As I said, there will be courses in mechanical engineering, electrical engineering, motor engineering or transport engineering. Also, deliberately with a view to help Industry, Agriculture and Forest Departments of the State we shall have a research Section for this University and the Research Section will undertake to deal with practical problems presented to it by industrialists, planters and agriculturists. It will set before itself such practical tasks as how to assist in the utilisation of our forest produce, how to help in overcoming difficulties of tea planters, how to help in the starting of new industries on a commercial scale. Those are the most important aspects of development that are contemplated at present.

With regard to the cultural side it is not going to be stifled. We have already got, as I said, the foundations and the constituent parts of the cultural faculties, the humanistic faculties and these will be better organised and better fostered under an Oriental Faculty which will specialise, I may assure Mr. Narayana Aiyar, in Sanskrit and Malayalam and to a certain extent in Tamil also.

Well, Sir, those roughly are the essential features of the new University Scheme. I was rather surprised and pained that the honourable member Mr. Balakrishnan Tampi should have thought it fit to indulge in rather cheap sneers and sarcasm about the new University. Well, Sir, the definite points raised by Mr. Balakrishnan Tampi have been effectively dealt with by the leader of the Progressive Party and by my honourable friend Mr. Govindan. Mr. Balakrishnan Tampi, Sir, is an old student of mine and I hope I can take some liberty with the honourable member. In one way, it is very refreshing to find that he is still a boy, a boy at heart.

**Mr. Kochikal P. Balakrishnan Tampi:** I would ask the honourable member to withdraw that patronising term 'a boy.'

**President:** Order, order. So far as my recollection goes, calling a boy is not indulging in unparliamentary expression.

**Mr. C. V. Chandrasekharan:** What I had in mind, Sir, is that in our college debating society Mr. Balakrishnan Tampi always used to delight in fire works. However serious the subject may be, his main object was to score a debating point and to turn a neat phrase. Well, Sir, in his speeches on the University—all his speeches have been so far mainly on the University—in the Budget discussion and in the discussion on the Education Demand and today he has been indulging in pyrotechnic display and he has been quoting Scripture like another famous gentleman in history to suit

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his purpose, I have clearly explained, Sir, that this is not a new idea suddenly dawning upon Government. It seems to me to be rather unfair and improper to say that a number of subordinate officers are trying to humour the fancies of a transitory Government. All this is unfair and out of place. But I can assure the House that my esteemed friend Mr. Balakrishnan Tampi really approves of the idea of a University as he himself admitted; and I have always found, if I may be permitted to use a colloquial expression, without meaning any offence, that his bark is worse than his bite.

Well, Sir, the scheme is now being prepared and the Government of India will be consulted in the matter and their suggestions and advice will be taken and representative members of both the Houses will be given an opportunity, as the Dewan said, to advice me and the Advisory Committee on the various aspects of the Scheme. I may assure the House that it is the desire of Government to meet as far as practicable the wishes of both the Houses and to be guided by public opinion in the matter. No one wants to follow a hush-hush policy in this business. This is not a hole and corner affair. This is a big undertaking which Government have launched upon with a full sense of their responsibilities and I am very glad to find that the House welcomes and favours the proposal.

The question that a sum of Rs. 1,08,790 be granted under Demand IV—Travancore University, All-India Oriental Conference and Uplift of backward communities—was put to vote and carried. The grant was made.

## DEMAND V.—EXCISE DEPARTMENT.

**Mr. C. O. Madhavan** (*Excise Commissioner*): Sir, I move for a grant not exceeding Rs. 7,32,928 under Demand V—Excise Department.

**Mr. G. Narayana Aiyar**: Sir, I oppose the Demand. The abkari policy of Government has been declared to be the gradual attainment of prohibition. This policy had been declared long long ago. Fortunately we now find from the report that the consumption of local toddy, opium and ganja is on the decrease. There is perceptible decrease in the number of cocoanut trees tapped. The Commissioner says that the decrease is due to economic depression. But the Government are finding fault with him and say that it is due to smuggling. Anyhow I submit that revenue from abkari is an immoral source of revenue. It should not be taken into consideration for fixing expenditure. The fact that there is a gradual decrease in consumption now will itself go to show that the public are aware that prohibition ought to be attained. I think it is high

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